

Penn Cambria Curriculum

Course Name	Honors English 11: American Literature
Length of Course	1 credit 18 Weeks (1 period per day in block schedule) – 1.05 GPA weight
Grade Level	11
Prerequisites	95% in Academic English or 93% in Honors English, department recommendation and successful completion of summer reading requirements
Course Description	<p>Honors English 11 is designed for the student with well-developed reading, writing, listening, and speaking skills. An Honors English 11 student will be expected to complete a variety of individual reading and writing assignments and should have the ability to demonstrate critical analysis of reading selections. The focus of instruction and choice of reading materials will be centered on developing critical, analytical, and synthesis skills.</p> <p>The focus of this course is based on critical analysis of American Literature with an emphasis on Pennsylvania Academic Standards. Students will make connections among the literary works they study during reading, writing, speaking, and mixed media opportunities.</p>
Units of Study	<p>Advanced Vocabulary Studies American Novels American Literature including Short Stories, Nonfiction offerings and Poetry Non Fiction Reading Skills MLA Literary Research <i>** Fall semester -units may be taught in any order.</i> <i>** Spring semester – American Literature and Non-Fiction Reading Skills units must be taught first to ensure assessment anchors are taught before the state assessment</i></p>
Materials	<p>Novels: The primary sources for the course include a selection of American novels spanning various eras of American literary thought based on the district approved Novel List.</p> <p>Supplemental Materials: A survey of American literature (McDougal, Littell. <i>Literature and Language</i>. Evanston: McDougal, 1994) provides a selection of American short stories, essays, and poetry. Other supplements offer instruction in research skills and PSSA preparation.</p>

At Penn Cambria High School, all core subject courses are aligned to the Pennsylvania Academic Standards and focus on ensuring students have a solid understanding of core concepts. In addition, all courses encourage critical thinking and an in-depth analysis of subject matter in addition to building a strong foundation.

The primary goal of the ***honors level*** curriculum alternative for these core courses is to provide students with a more in-depth study of the concepts by deepening the academic study and more academic reading. Students in the honors level of a core course will be expected to engage in analysis, evaluation and synthesis level activities with more frequency and for a longer duration than that found in the non-honors level course.

Unit: Advanced Vocabulary Studies

Estimated Time: 1-2 weeks (throughout course)

Standard Alignment:

1.1.11 C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.

1.1.11 E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words. Use a dictionary or related reference.

1.1.11 F Understand the meaning of and apply key vocabulary across the various subject areas.

Curricular Objectives:

Students will be able to:

- Demonstrate an advanced reading vocabulary by identifying and correctly using new words.
- Define and apply key vocabulary by using correctly in speaking and writing across various subject areas.
- Demonstrate the use of root words to recognize and define new words during reading.

Possible Assessments/ Measurement of Objectives:

- Writing exercises
- Vocabulary in context assessments
- Objective quizzes/tests

Suggested Methods of Instruction/ Possible Learning Activities

- Quack SAT vocabulary video series
- SAT style vocabulary exercises
- Vocabulary in context exercises

Unit: American Novel Study (minimum of four)

Estimated Time: 6-9 weeks

Standard Alignment:

- 1.3.11. B – Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- 1.3.11. C – Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11. F – Read and respond to nonfiction and fiction including poetry and drama.
- 1.6.11. D – Contribute to discussions, ask relevant, clarifying questions. Respond with relevant information or opinions to questions asked. Listen to and acknowledge the contributions of others. Adjust tone and involvement to encourage equitable participation. Facilitate total group participation, introduce relevant, facilitating information, ideas and opinions to enrich the discussion. Paraphrase and summarize as needed.

Curricular Objectives:

Students will be able to:

- Relate each novel to the literary era in which it was written and make connections among them.
- Analyze themes, character, setting and plot of novels.
- Analyze various literary elements found in the novel.
- Identify and apply literary terms to the study of the novel.
- Apply various critical theories to the study of the novel (ex: historical criticism, feminist criticism, reader response criticism, sociological criticism, etc.)

Possible Assessments/ Measurement of Objectives:

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| --Reflections | --Main ideas or summaries | --Formal written assignments |
| --Oral quizzes | --Mixed media activities/projects | --Reading checks |
| --In-class essay exams | --Multiple choice exams | --Quotes interpretation |
| --Teacher observation | --Formal collaborative assignments | |

Suggested Methods of Instruction/ Possible Learning Activities

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| --Student led discussions | --Chapter main ideas or summaries | --Reflections |
| --Formal collaborative work | --Teacher modeling | --Mixed Media |
| --Small group discussion | --Quotes interpretation | |

Unit: Analyzing American Literature

Estimated Time: 4-6 weeks

Standards Alignment:

- 1.3.11. A – Read and understand works of literature.
- 1.3.11. B – Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- 1.3.11. C – Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11. D – Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
- 1.3.11. F – Read and respond to nonfiction and fiction including poetry and drama.
- 1.6.11. A – Listen to others, ask clarifying questions, synthesize information, ideas and opinions to determine relevancy and take notes.
- 1.6.11. B – Listen to selections of literature, relate them to previous knowledge, and predict solutions to identified problems. Summarize and reflect on what has been heard. Identify and define new words and concepts. Analyze and synthesize the selections relating them to other selections heard or read.

Curricular Objectives:

Using a survey of American literature, students will be able to:

- Compare and evaluate characteristics that distinguish various literary genres including nonfiction works, narrative, poetry, and drama.
- Interpret and analyze works from a variety of genres for literary, historical, and cultural significance.
- Use appropriate strategies to identify and analyze literary devices and patterns in pieces of fiction and nonfiction literature:
 - metaphor
 - personification
 - simile
 - hyperbole
 - satire
 - foreshadowing
 - flashback
 - imagery
 - allegory
 - symbolism
 - dialect
 - allusion
- Identify and analyze the author's purpose and support answer with examples from the text.
- Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
 - Synonyms and antonyms
 - Affixes
 - Multiple meaning words
 - Context clues
 - Connotations
- Identify and explain the stated or implied main ideas and relevant details from works of fiction and non-fiction.
- Summarize the key details and events of text, in part or as a whole.
- Make inferences, draw conclusions, and make generalizations based on analysis of a text and support answers with evidence from the text.
- Use appropriate strategies to compare, analyze, and evaluate literary forms.
- Use appropriate strategies to compare, analyze, and evaluate literary elements.
 - a. Character
 - b. Setting
 - c. Plot

- d. Theme
- e. Tone,/style, mood
- f. Point of view
- g. Fact and opinion
- Apply various critical theories to the study of the novel (ex: historical criticism, feminist criticism, reader response criticism, sociological criticism, etc.)
- Analyze the interconnectedness of an author's body of work (author study).

I. Early American Literature (Minimum of 2 Non-Fiction Selections Related to Period Will Be Used)

Students will identify characteristics of Early American Literature and the era in which it was written:

Possible Authors and Works: William Least Heat Moon's "Blue Highways (nonfiction); the "Walum Olam;" Chief Joseph's Surrender Speech; Wisdom Stories; *Aims Higher* nonfiction selection; Puritan background; Anne Bradstreet poetry, "To My Dear and Loving Husband;" and "Upon the Burning of Our House"

II. Age of Reason (Minimum of 2 Non-Fiction Selections Related to Period Will Be Used)

Students will identify characteristics of Age of Reason Literature and the era in which it was written.

Possible Authors: Ben Franklin, F. Scott Fitzgerald, Thomas Paine

III. American Romanticism (Minimum of 2 Non-Fiction Selections Related to Period Will Be Used)

Students will identify characteristics of American Romanticism and the era in which it was written.

Possible Authors and Works: Nathaniel Hawthorne's "The Minister's Black Veil;" Ralph Waldo Emerson's *from Self-Reliance*; Edgar Allen Poe's "The Fall of the House of Usher;" Walt Whitman poetry

IV. Realism (Minimum of 2 Non-Fiction Selections Related to Period Will Be Used)

Students will identify the characteristics of Realistic Literature and the era in which it was written.

Possible Authors and Works: Kate Chopin, "The Story of an Hour;" Susan Glaspell, *Trifles* (drama); Charlotte Perkins Gilman, "The Yellow Wallpaper;" Deidre English and Barbara Ehrenreich *from The Sexual Politics of Illness* (nonfiction); Ambrose Bierce, "Occurrence at Owl Creek Bridge."

V. Modern/Contemporary (Minimum of 2 Non-Fiction Selections Related to Period Will Be Used)

Students will identify the characteristics of Modern Literature and the era in which it was written.

Possible Authors and Works: Ernest Hemingway, *from his Collected Stories*, William Faulkner, "A Rose for Emily," Flannery O'Connor's "The Life You Save May Be Your Own;" Anne Tyler, "Teenage Wasteland"

Possible Assessments/ Measurement of Objectives:

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| --Open-ended style responses (required) | | |
| --Reflections | --Main ideas or summaries | --Formal written assignments |
| --Oral quizzes | --Mixed media | --Reading checks |
| --In-class essay exams | --Multiple choice exams | --Quotes interpretation |
| --Teacher observation | --Formal collaborative assignments | |

Possible Methods of Instruction / Learning Activities:

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| --Direct instruction | --Formal Collaborative group discussion | --Close reading exercises |
| --Scavenger hunts | --Informal group discussion | --Analysis/criticism projects |
| --Whole class discussion | --Related research | --Library research |

Unit: Non-Fiction Skills

Estimated Time: 1 week

Standard Alignment:

1.2.11 A Read and understand essential content of informational texts and documents in all academic areas.

Curricular Objectives:**Students will be able to:**

- Analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.
- Identify bias and propaganda techniques in nonfictional text and analyze the effectiveness of these techniques.
- Analyze the effect of text organization in nonfiction text.
- Make connections between the content of graphics and charts and text.
- Analyze the sequence of steps in a list of directions.

Possible Assessments/ Measurement of Objectives:

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| --Written responses | --Formal written assignments | |
| --Oral quizzes | --Mixed media activities/projects | --Reading checks |
| --In-class essay exams | --Multiple choice exams | --Teacher observation |
| --Formal collaborative assignments | | |

Suggested Methods of Instruction/ Possible Learning Activities

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|-----------------------------|-----------------------------------|---------------|
| --Student led discussions | --Chapter main ideas or summaries | --Reflections |
| --Formal collaborative work | --Teacher modeling | --Mixed Media |
| --Small group discussion | --Quotes interpretation | |

Unit : Research: Literary Analysis

Estimated Time: 4-5 weeks

Standard Alignment:

- 1.3.11. C – Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.
- 1.4.11. B – Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
- 1.5.11. A – Write with a sharp, distinct focus. Identify topic, task and audience. Establish and maintain a single point of view.
- 1.5.11. B – Write using well-developed content appropriate for the topic.
- 1.5.11. C – Write with controlled and/or subtle organization, sustain a logical order throughout the piece. Include an effective introduction and conclusion.
- 1.5.11. D – Write with a command of the stylistic aspects of composition, use different types and lengths of sentences and use precise language.
- 1.5.11. E – Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- 1.5.11. F – Edit writing using the conventions of language.
- 1.8.11. A – Select and refine a topic for research.
- 1.8.11. B – Locate information using appropriate sources and strategies.
- 1.8.11. C – Organize, summarize and present the main ideas from research.

Curricular Objective: Students will write MLA research papers focused on literary analysis.

Students in Honors English 11 will be assigned a more complex topic requiring a more in-depth analysis than that found in the Academic English 11 curriculum.

- Use proper MLA formatting for research paper.
- Locate and cite reliable sources that are relevant to the research thesis
- Generate a MLA formatted works cited page.
- Summarize the results of research by taking appropriate and relevant notes.
- Write a research paper :
 - Write a clear and logical thesis statement for the research paper based on literary analysis.
 - Demonstrate the use of various sentence structures.
 - Write an introduction using an attention-getting device.
 - Write a conclusion that provides a strong statement and summarize main points.
 - Demonstrate the effective use of transitions.
 - Demonstrate the ability to organize writing in a clear and logical manner.
 - Construct the body of the paper through the use of relevant content, information and details.
 - Use correct conventions.
 - Demonstrate the ability to revise writing to eliminate wordiness, redundancy, irrelevant details and to promote clarity.
 - Integrate information from relevant and reliable sources into the text selectively to maintain the flow of ideas, avoiding plagiarism and following MLA format for citation.

Possible Assessments/ Measurement of Objectives:

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| --MLA literary research paper | --Teacher observation | --Research process activities |
| --Peer editing exercises | --Rough draft activities | --Multiple choice quiz |
| --Information search, retrieval and use activities | | |

Possible Methods of Instruction / Learning Activities:

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| --Teacher modeling | --Sample student papers | --Overview of <u>OWL@Purdue.com</u> |
| --Mixed media learning | --Small group sharing | --Peer editing --Library lessons |